

EQUITY

WITHIN THE CLASSROOM III

GRADUATING MINORITY STUDENTS

Friday, March 26

8:00-9:00

Registration/Continental Breakfast

9:00-10:00

Reginald Wilson

Keynote Address: A Demographic Preview of the 21st Century

CONCURRENT SESSIONS I

10:10-11:40

I-A Patricia L. Stock, Michigan State University
Odyssey Project: A Decade-long Self-study of Student Writing (1991-2001)—Part I

In a two-part workshop, participants will learn about the Odyssey Project, a writing-across-the-curriculum initiative in the Syracuse University Writing Program requiring students to use writing to describe, explore, analyze, and account for the ways in which they have learned to read and write in their pre-collegiate schooling, in the university, and in settings outside of school. Participants will engage in hands-on activities leading students in studio writing courses and independent studies to develop and publish comprehensive literacy autobiographies, case studies, and ethnographies documenting their literacy instruction, learning and use. The Project's appeal to and success with minority students is explored.

I-B David Pengelley, New Mexico State

Discovery Learning in Mathematics Through Group Projects—Part I

A two-part workshop gives an introduction to an established calculus program using major written assignments where students are challenged to learn to think for themselves to solve large multi-step problems weaving together various aspects of calculus, and obtain a sense of the power, importance, beauty, and creative nature of mathematics. Workshop participants will grapple with issues like design of assignments, writing skills, group work in classroom activity, effects on exams, and department implementation. Materials will be provided.

I-C Karen Timberlake, Los Angeles Valley College & University of California-10s Angeles

Using Collaborative Learning to Promote Success for Underrepresented Students in Science

The presenter will describe teaching techniques being successfully applied in large classes, including interactive lectures, discussion sections, laboratories, and outside-of-class projects. These will be demonstrated through a video showing classroom activities and discussion. Participants will design exercises to incorporate into their daily teaching.

I-D Kathleen Tkach, Marygrove College

Marygrove College, Detroit: A Case Study

The workshop will present this small, urban, private inner-city college's campus-wide approach to coordinated retention efforts. Because 80%+ of their students fit the profile of at-risk students, they targeted the entire student population for retention efforts. The session will discuss results of various strategies implemented over a three-year period.

I-E Sharon Thomas, Miami-Dade Community College

The Making of a Master Teacher

This session examines practical applications of the latest teaching/learning research and explores ideas that are compatible with, and necessary for, excellence in teaching. It focuses upon various dimensions that separate master teachers from the rest. The dynamics of the process to support student efforts to learn and how to keep them learning after they've left their classroom will be examined.

11:45-1:30

Lunch

Presidents James J. Duderstadt, University of Michigan, and Helen Popovich, Ferris State University

Keynote Address: Change Begins with Committed Leadership

CONCURRENT SESSIONS II

1:35-3:10

II-A Patricia L. Stock, Michigan State University
Odyssey Project: A Decade-long Self-study of Student Writing (1991-2001)—Part II

In this session of a two-part workshop, participants learn about the Odyssey Project, a writing-across-the-curriculum initiative in the Syracuse University Writing Program. Participants will engage in hands-on activities. Reasons why the Odyssey Project has been so appealing to and successful for minority students will be explored.

II-B David Pengelley, New Mexico State

Discovery Learning in Mathematics Through Group Projects—Part II

The second session of a two-part workshop introduces an established calculus program using major written assignments. Workshop participants will grapple with issues like design of assignments, writing skills, group work in classroom activity, effects on exams, and department implementation.

II-C Karen Timberlake, Los Angeles Valley College & University of California-10s Angeles

Using Collaborative Learning to Promote Success for Underrepresented Students in Science

The earlier presentation will be repeated.

II-D Jane Elliott, Consultant

The Eye of the Beholder

This Peabody Award-winning film will be viewed. Workshop participants will explore racism, sexism, and ageism and the responsibility we all share to illuminate them in and eliminate them from ourselves and our environment. Participants will be encouraged to discuss issues as they relate to their own workplace.

II-E Sharon Thomas, Miami-Dade Community College

The Diversity Challenge: Implications for Teaching

The session explores teaching strategies, approaches, and attitudes that have the potential to enhance the learning of all students in environments marked by diversity. Responding to diversity in ways that maximize student learning is the ultimate goal. This session will discuss how treating all students the same is not a formula for equity or excellence.

3:15-5:15

Jane Elliott

Keynote Address: Anatomy of Prejudice

5:15-7:00

Reception

Saturday, March 27

8:00-9:00

Registration/Continental Breakfast

9:00-10:30

Claire E. Weinstein

Keynote Address: Strategic Learning/Strategic Teaching:

Flip Sides of a Coin

Workshop activity: Assessment & Instructional Practices for Teaching Learning to Learn

The presentation will focus on assessment and specific methods

for teaching learning to learn in content areas. Participants will examine the Learning and Study Strategies Inventory (LASSI) and discuss specific methods for teaching cognitive skills, enhancing motivation, and helping students to develop increased self-regulation for learning.

10:30-12:00

John N. Gardner

Keynote Address: The Freshman Year Experience: The Foundation of Minority Student Success

Workshop activity: Reaction and Recommendations

This session will examine a concept for increasing the success of new students, especially underrepresented first-year students. In order to increase retention of minority students, we must address the "structural problems" of the freshman year experience. Participants will be asked to react to the speaker's message and to produce recommendations for action at both the Department of Education and their respective campus settings.

12:20-2:00

Luncheon

William H. Gray III

Keynote Address: Historically Black Colleges: A Success Story

REGISTRATION

Room reservations must be made directly with the hotel. Only conference registrations will be accepted by the Office of Minority Equity.

• Conference location: Holiday Inn-West Conference Center & Holidome, 7501 West Saginaw, Lansing, MI 48917. Telephone: 517/627-3211 or 1-800-Holiday; FAX: 517/627-3211, Ext. 241. Complimentary shuttle transportation is available to and from Capitol City Airport.

• Room reservations must be made by Friday, March 5 1993. However, they will provide rooms at conference rate after this date based upon availability. Participants must make own arrangements.

• Room rates: \$55, flat rate.

• Conference registration fee: None. Registrations may be submitted by U.S. mail or FAX only; no phone registrations will be accepted. Phone: 517/373-9700 for further information only; FAX: 517/335-5822. U.S. Mail address: Office of Minority Equity, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909.



Conference registration deadline: Friday, March 5 1993
Co-Sponsored by Office of Minority Equity, Michigan Department of Education, and Michigan public universities.

Registration

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Name _____

Preferred Name on Badge _____

Title _____

University/College _____

Address: City, State, Zip _____

Phone () _____

Please indicate your attendance by checking the box(es) that apply:

I will attend:

- ☐ Friday only, no lunch required
☐ Saturday only, no lunch required
☐ Both days, luncheons included

- ☐ Friday only, will attend luncheon
☐ Saturday only, will attend luncheon

CONCURRENT WORKSHOPS:

Please circle your preference

Friday:

I-A	I-B	I-C	I-D	I-E
II-A	II-B	II-C	II-D	II-E

Saturday:

Workshops will involve the general assembly.

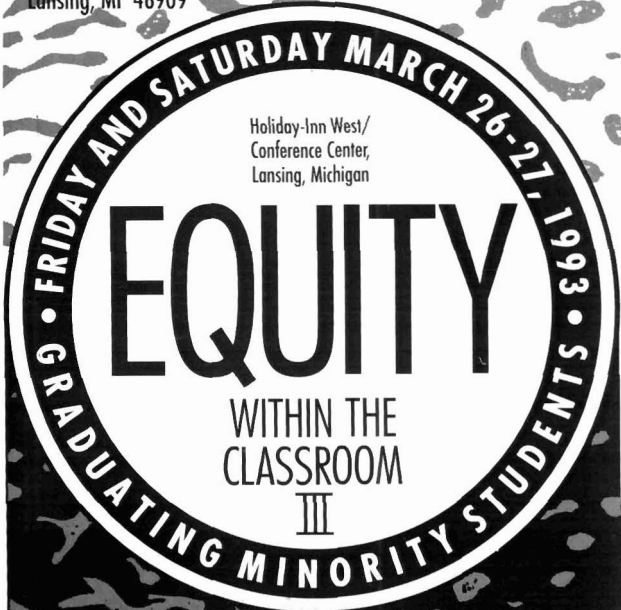
Delegations are encouraged to attend.

EQUITY

WITHIN THE CLASSROOM III:

Graduating Minority Students

Office of Minority Equity
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909



Conference PURPOSE

Michigan's public universities, in partnership with the State Department of Education, Office of Minority Equity, announce the third of five annual conferences focusing on achieving parity in enrollment, retention, and graduation rates for underrepresented minorities in higher education.

This year's conference will again bring critical information, practical solutions, and committed educators together to address changes that must become a part of the classroom if we are to achieve this goal by the 21st Century!

The first two conferences resulted in increased awareness, campus networks, identification of teaching methods specific to the sciences and mathematics, and a growing base of support as we recognize the crisis that exists and the consequences if we fail to address it.

If African-American, Hispanic-American, and Native American student participation rates remain at the levels of the past decade and all other things remain unchanged, it will take about 50 years to reach parity in the state's public university enrollment. If retention rates are not improved, minorities will *never* reach parity in terms of bachelor degrees.

This is the last generation that middle-aged white males will have a near monopoly on institutional leadership.

How do we want to be remembered?

—L. Scott Miller,
American Association for
Higher Education Bulletin,
Vol. 43, No. 8, April 1991

WHO SHOULD ATTEND?

Delegations are encouraged comprising individuals who have demonstrated commitment as a means of creating a "critical mass" of activity on campus which will continue during the year. Especially important are faculty who will take ideas and strategies for adaptation and application in their teaching, and deans, department chairs, and administrators who can support the change that must occur.

James J. Duderstadt

President of the University of Michigan, recipient of 1991 President's National Medal of Technology, 1991 **National Engineer of the Year** Award from the National Society of Professional Engineers. He was appointed by President Bush to a second term on the National Science **Board** which he currently chairs.

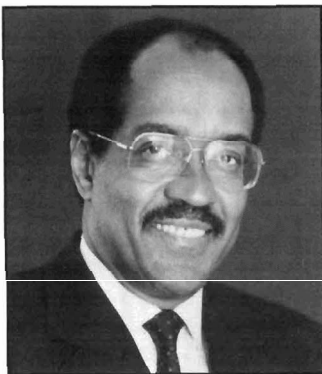


Jane Elliott

Aalomed lecturer on distrimination **whose** work has received the **Peabody** Award, two **Emmy** Awards, and **a** Notional Mental Health Association Award for Excellence in Education. She **has** been **a** guest lecturer on notionally syndicated television **talk** shows, including the Phil **Donohue** Show, Today, and **Oprah** Winfrey, and on **campuses** in the United States and **Canada**.

John N. Gardner

Educator, author, consultant, student retention specialist, freshman advocate, **and** scholar of the freshman year reform movement. He is currently a university professor **and** administrator **at** Universiyy of South Carolina-Lexington.



William H. Gray III

Former U.S. House of Representatives majority whip, **and** currently president **and** chief executive officer of the United Negro College Fund. He has been **a** staunch supporter of education **and** **a** leading **advocate** for **historically black colleges** throughout his professional life.

Helen Popovich

President of Ferris State **University**, former president of Florida Atlantic University, and former acting president of **Winona** State University. In **1987**, inducted into Phi Theta Kappa Hall of Honor for Presidents, **currently** serves as **Secretary/Treasurer** for the American **Association** of State Colleges & Universities, **and** is a member of **various** national professional organizational executive bodies. She was appointed to the Michigan 2000, Governor's Committee on Education in 1991 **and** currently serves as President of the College Consortium Alliance with Business **and** Industry.

Keynote SPEAKERS

Claire E. Weinstein

Chairperson of the doctoral program in Learning, Cognition, and Instruction, and director of the Cognitive Learning Strategies, at the University of Texas-Austin. Dr. Weinstein is an experienced workshop presenter on student learning **strategies**, **teaching** effectiveness, working with underprepared students, and college transition programs. She **has** presented internationally at academic conferences, and for organizations and agencies from Mexico to South Africa.



Reginald Wilson

Senior Scholar and former director of the Office of Minority Concerns, American Council on Education, and past president of **Wayne** County **Community** College in Detroit. Dr. **Wilson** has taught **at** several Michigan universities, and has many publications to his credit. A respected lecturer, he travels across the country providing information on underrepresented minority achievement in higher education.